

DEVELOPING AND IMPLEMENTING
A CLASSROOM INSTRUCTIONAL PROGRAMME
FOR CHILDREN WITH LEARNING DIFFICULTIES

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DR. (MRS.) PRERANA MOHITE
WITH ASSISTANCE FROM
MS. JIGISHA SHASTRI MS. BHARATI MISRA

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DEPARTMENT OF CHILD DEVELOPMENT
FACULTY OF HOME SCIENCE
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
BARODA 390 002
(GUJARAT) (INDIA)

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TABLE OF CONTENTS

	<u>PAGE</u>
ACKNOWLEDGEMENT	
1. INTRODUCTION	1
2. DEVELOPMENT OF TESTS	7
3. CLASSROOM PROGRAMME OF READING AND WRITING .. .	12
4. PROGRAMME IMPLEMENTATION IN UTKERSH VIDYALAYA... .	16
5. PROGRAMME IMPLEMENTATION IN MUNICIPAL CORPORATION SCHOOL	28
6. PROGRAMME IMPLEMENTATION IN ALEMBIC VIDYALAYA... .	39
7. CONCLUSION	47

APPENDIX: Detailed Description of the Programme.

LIST OF TABLES

<u>TABLE</u>	<u>TITLE</u>	<u>PAGE</u>
1.	Scores on GWT and TRS (n=120)	8
2.	Scores on RAT and TRS (n=27)	8
3.	Academic Scores and TRS Scores (n=112) ...	8
4.	Construct Validity for GWT	9
5.	Criterion-Related Validity for GWT ...	10
6.	Reliability for GWT	10
7.	Sample of Utkersh Vidyalaya	16
8.	Reading Analysis Test: Listening Comprehension	21
9.	Reading Analysis Test: Oral Reading ...	22
10.	Reading Analysis Test: Silent Reading ...	22
11.	Performance of Children on GWT	25
12.	Performance of Utkersh Children on TRS ...	26
13.	Sample of Municipal Corporation School ...	30
14.	Listening Comprehension	35
15.	Reading Analysis Test: Oral Reading and Silent Reading	36
16.	Performance on TRS of Corporation School Children	36
17.	Performance of Children on GWT Corporation School	37
18.	Sample for Alembic School	40
19.	Reading Analysis Test: Oral Reading ...	44
20.	Reading Analysis Test: Silent Reading ...	44
21.	Reading Analysis Test: Listening Comprehension	44
22.	Graded Word Test Performance of Alembic Children	45
23.	Distribution of Children with Learning Difficulties in Private Schools	47

INTRODUCTION

In our attempt to universalize elementary education, we have been trying since independence to provide adequate schooling facilities for all children. We have also been trying to improve the school curriculum so that children feel benefitted and do not leave before completing atleast the elementary stage (Mitra, 1979, p.1).

Yet the goal of universalization of elementary education has not been even approximated. The education system in India faces multiple problems of which shortfall in enrollment at the primary stage and the problems of wastage and stagnation are the major ones. Non-enrollment, wastage and stagnation loom large on the educational horizon in every major city (Swaminathan, 1977). According to 1981 census*, the national average of students reaching class V is only 39 per cent and in class II, 73 per cent if that in class I is 100 per cent.

The significantly high failure and drop out rate in early school years is a grave concern among educationists, educational planners and programmers. This colossal wastage of human talent, its implications in terms of national wastage and that too during primary years is indeed alarming. The situation is truly dichotomous. On the one hand we have as our national goal free and compulsory education for all, on the other hand there is sheer wastage and neglect of potential.

It would be erroneous to assume that rate of failure is due to lack of cognitive competence. The causes of wastage and stagnation at the lower-primary level include continuous admission throughout the year, irregularity of attendance, limited educational equipments, overcrowded classes, inflexible curricula, inadequate training of teachers, and over-emphasis on examination (Chatterjee, 1975; Rama Rao, 1979; Naik, 1983). Failure becomes one of the root causes for wastage and stagnation. Repeated failure leads to dropout of children from the educational stream.

*Cited in Child Atlas of India, UNICEF, 1981.

Disadvantaged Children and Academic Achievement

Education is the most important vehicle of social mobility which offers a possibility for the disadvantaged child. "Education in its broadest context is, however, one of the fundamental strategies for overcoming the effects of disadvantage, when seen as a total learning experience maximising the individual's capacity for physical, social, emotional and intellectual development" (Report of Bernard Van Leer Foundation, 1979, p.29 as cited in Verma, A., and Saraswathi, T.S., 1980).

Children coming from the lower socio-economic class (SES) fail in large numbers and drop-out. These children come to school without the basic concepts which the middle class children have. Perrieter and Englemann call it the 'hidden curriculum' which the lower class children lack. Hence they lack the readiness for school, and start their schooling with a basic disadvantage as compared to the middle SES children. Such a child's condition to failure is very apparent in his lack of academic achievement which is widely evidenced (Jaiswal and Singh, 1978; Singh, 1979).

Poverty has a direct and visible impact on the child whether in urban or in rural areas. Singh (1980, p.1) aptly sums up the conditions of children in poverty settings. He states, poverty is a strike with many hands. The poor child is malnourished and diseased. The parents do not provide a model which he can initiate to his advantage. He grows up without any intellectual stimulation. He does not go to school and if he does, he drops out early or is doomed to failure. No one expects him to succeed therefore he does not expect either.

While several researches have pointed out that poor children when compared with middle class children are not less intelligent in early years of their childhood, they fail to compete and score as well as their middle class counterparts. These differences widen with each passing year as the cumulative deficiencies build up (Singh and Jaiswal, 1950). Various studies conducted in India on comparative performance of lower

and middle class children on various school related learning tasks reiterate this fact (Murlidharan, 1978; Rao, 1979; Bevli, 1978; Kumar and Murlidharan, 1979; Singh, 1978; Mohite, 1973; Shastri, 1984). The evidence resulting from an extensive and intensive investigation reveals the intellectual depression, achievement lag and personality aberrations of the culturally and economically disadvantaged (Rath, 1982).

On the one hand, there are researches indicating consistently the better learning performance of the middle and higher class children as compared to their lower class counterparts. On the other hand, there are some researchers and psychologists consenting that the low performance of the lower class children on the tests reflect only the 'difference' in the language and dialect and not the 'deficit'. While the increasing recognition of the fact that non-standard forms of language or dialects are not necessarily deficient but only different is undoubtedly an important step forward ... neither the wider society, nor the disadvantaged parents themselves, nor the school system may value the non-standard form for various reasons, no matter how rich and complex the non-standard forms may be" (Verma and Saraswathi, 1980).

In response to these findings remedial measures for the total development of these children have been offered by educationists and the psychologists. It has become a national commitment to educate these children to the fullest of their abilities. Various intervention programmes at homes or in schools have been designed and implemented with significant gains (Murlidharan, 1978; Mohite, 1976; Murlidharan and Banerjee, 1974; Desai, 1978; Verma and Mistry, 1980). "In India, the need of the time is to put special emphasis on offering well structured teaching programmes to the vast disadvantaged masses with a view to bringing them on par with the advantaged sections of the society" (Rath, 1982, p.245).

Special compensatory programmes have been suggested to equip the disadvantaged children with an enriched cognitive background comparable to that of other advantaged children. Disadvantaged children need greater help, especially in

in subjects like language and arithmetic (Rath, 1982). They also need greater help in language since their verbal environment is restrictive (Bernstein, 1971).

At this stage it is necessary to face the grim reality that primary education has yet to reach all over school age children when the school system is far from satisfactory, what priority can be accorded for special assistance through individualization? Would it not ultimately be determined on the basis of how many such children there are in a standard primary classroom?

In view of these information Mohite (1984) developed and implemented a classroom programme to primary school children who had difficulties in learning to read and write. Since reading and writing are the crucial learning skills in primary education and since the children encounter difficulties in these skills, the study focused on reading and writing. While planning the programme the following questions were kept in mind. First, how best can we provide education for individuals, so that whatever his home circumstances, he can reach the highest mental and personal development of which he is capable? Second, how best can we do it "now" in the existing circumstances and facilities. Such programmes also have to be viewed along with other aspects, from the point of view of its application in the student classroom as it exists today. It is unrealistic to expect teachers to attend to the problems and nature of treatment of an individual child in a large classroom. Hence the programme has to be effective when executed to a group of children and would deal with their general difficulties in learning to read, write and spell.

The classroom instruction programme developed by Mohite proved viable and effective. The major focus was on developing a programme that would serve two fold purpose: first, it would help the children overcome their difficulties in reading and writing by teaching them the underlying skills. Second, it would focus on covering the content of their prescribed syllabus. In short the programme was both skill and content

oriented simultaneously. Besides, the programme was planned to be administered in a standard classroom setting without the use of any specialized instructional materials. It had to fit into the classroom schedule, operate within the limitations of a standard classroom and yet be effective in covering content and teaching necessary skills.

The results indicated that, while the performance of the control group remained more or less the same, the children who were exposed to the programme improved significantly. The improvement was mainly revealed through the fact that most of the children showed gains in each test measure namely; Pre-requisite Reading test, Graded Word Test (Oral), Graded Word Test (Written), and Reading Analysis Test. In sum, the programme on the whole proved effective in helping children to read and write simple words and lessons of their texts.

Using this research as a backdrop the present project was undertaken whereby children with learning difficulties were to be identified and programme was planned and implemented for these children from 3 Gujarati medium schools of Baroda.

The main purpose was the implementation of the programme by the class teachers independently. While the viability of the programme was already tested, it was felt necessary to field test the programme by implementing it in few primary schools.

The project was divided into phases.

Phase-wise presentation of the research:

PHASE I

Objective I

To develop suitable screening devices which would enable teachers with minimum qualifications to identify children with learning difficulties.

Specific Objectives

1. To develop a Teachers' Rating Scale (TRS) to identify children having learning difficulties.
2. To develop a Graded Word Test of spelling to identify spelling difficulties.

3. To develop a Criterion Referenced Test of Reading covering major components of reading skills- (a) oral reading, (b) Silent reading, (c) Listening comprehension, (d) Word recognition, (e) Hearing sounds in words.

PHASE II

Objective II

To identify children with learning difficulties from standards I to IV of four Municipal schools.

PHASE III

Objective III

To develop a classroom instruction programme of reading and writing for children facing difficulty in learning.

DEVELOPMENT OF TESTS

Phase IBroad objective

To develop suitable screening devices which would enable teachers with minimum qualification to identify children with learning difficulties.

To fulfil this objective, Teachers' Rating Scale (TRS) to identify children with learning difficulties, Graded Word Test (GWT) of spelling to identify spelling difficulties, and Criterion-Reference Test (CRT) of Reading were developed as follows.

(A) Developing a Teachers' Rating Scale

The Rating Scale consists of six major behavioral areas- Auditory Comprehension, Spoken Language, Visual Discrimination, Motor Coordination, Personal Social Behavior, and Memory. Under each specific area observable behavior traits are included. The behavior manifested through the selected areas are indicative of difficulties in reading and writing. The items are stated behaviorally so that a teacher can observe in her day-to-day classroom teaching. Learning difficulties for the Rating Scale was defined as, "the extent to which the difficulties hinder a child's class performance and thereby the child fails". Based on this each item had three levels under it. They are:

Level A : Below average behavior.

Level B : Average for age and grade.

Level C : Above average behavior.

On the scale of 41 items validity and reliability was established.

Content validity was established by getting response from 12 experts from the field of social work, education, psychology, personnel in welfare agencies, supervisors and teachers of primary schools, and experts from Child Development Department, M.S. University, Baroda. Depending on consensus of these experts relevant changes were made.

Construct validity of a test is the extent to which a test may be said to measure a theoretical trait or construct.

For this, scores of 41 items of Rating Scale were correlated with (i) scores on Graded Word Test (GWT - which is a group test), (ii) scores on Reading Analysis Test (RAT - which is an individual test).

- (i) Scores of 120 children on the Rating Scale were correlated with scores on GWT.

Table 1

Scores on GWT and TRS (n = 120)

	Mean	Standard deviation
GWT	20	9.37
TRS	35	10.59
Correlation		0.63

- (ii) Scores of 27 children on the Rating Scale were correlated with Reading Analysis Test (RAT) - an individual test.

Table 2.

Scores on RAT and TRS (n = 27)

	Mean	Standard deviation
RAT	77.99	27.76
TRS	35.70	11.18
Correlation		0.67

Criterion-related validity was established by correlating TRS scores with an outside criteria, such as academic scores. The criterion for the present study was academic scores on the subjects: Gujarati, Arithmetic, and environmental science.

Table 3

Scores on TRS and Academic Performance (n = 112)

	Mean	Standard deviation
Academic scores	60.88	22.17
TRS	37.74	10.14
Correlation	0.51	

Reliability of the Rating Scale was calculated by the method by Diedrich, 1964 (cited in Harris, 1974, pp.144-145). It is calculated on the basis of number of items, the mean and the standard deviation. The reliability thus obtained was 0.96 approximately. .

B. Developing a Graded Word Test

Graded Word Test (GWT) is a Gujarati spelling test. Its main purpose is to discriminate between good spellers and poor spellers. Since the ability for correct spelling to a large extent determines the quality of writing, it also in turn determines the success in learning.

The word lists for Grades I, II, III, and IV were prepared according to the levels of 'Barakhadi'. Barakhadi is a series of twelve letters made by adding vowels to consonents. The word list begins with simple words and proceeds to include a set of words more complex than the previous. All the letters of Gujarati script are represented.

The construct validity of this test was established by correlating GWT scores with the scores on Teachers' Rating Scale (TRS) described earlier, for 100 children, 25 in each grade. The correlations were moderate to high as shown in Table 4.

Table 4

Construct Validity for GWT

Grades	I	II	III	IV
Correlations	.90	.82	.61	.54

The criterion-related validity is established by correlating scores on GWT with an outside criteria. The criterion for this study was the scores of children on Gujarati language written test. The sample was 100 children, 25 from each grade. The correlations indicated were as follows:

Table 5

Criterion-Related Validity for GWT

Grades	I	II	III	IV
Correlations	.87	.84	.80	.65

Reliability is the consistency in scores by a student when measured on the same test. The test-retest method of reliability was used.

Table 6

Reliability for GWT

Grades	I	II	III	IV
Correlations	.91	.85	.97	.87

Thus validity and reliability of the test was established.

(C) Developing a Criterion-Referenced Test (CRT)

Two tests have been developed as part of CRT (i) for spelling and (ii) for reading. The test for reading includes the following sub-components: oral reading, silent reading, listening comprehension, hearing sounds in words, and word recognition. The tests are in Gujarati.

For construction of the CRT, abilities were first defined. The performance objectives were then set after screening the text books of Grades I to IV of Gujarati medium in terms of the content of spelling and reading tests. The performance objectives included:

1. What the students must do.
2. Under what conditions the student will engage in this behavior, and
3. How well the student should perform.

The criterion referenced tests have been constructed in the following format:

Skill: Which defines ability.

Task: which includes the materials needed for testing the skill being measures.

Directions: are given for the student to whom the test is to be given and for the teacher who will administer the test.

Scoring: explains the procedure of scoring the skill being measured.

Content validity and accuracy of performance objectives of the CRTs for spelling and reading were established through expert and teacher opinion.

The CRT for reading and spelling has been standardized on a sample of 40 children of Alembic, a Gujarati medium school of Baroda. Top ten students from grades, I, II, III, and IV each were chosen for this purpose.

Thus at the end of Phase I, as per the objectives, three tests namely the Teachers' Rating Scale, The Graded Word Test, and Criterion-Referenced Test for spelling and reading were developed.

CHAPTER II

CLASSROOM PROGRAMME OF READING AND WRITING

With the completion of Phase I a battery of tests was available to identify children with learning difficulties in reading and writing. This led to the next two phases of the project.

Phase II

Objective

To identify children with learning difficulties from standards I to IV of 3 Gujarati medium schools of Baroda.

Phase III

Objective

To develop and implement a classroom programme of reading and writing for children facing difficulties in learning.

The objectives of Phase II and III were catered to simultaneously.

The programme was implemented in 3 Gujarati medium schools of Baroda. Of these 2 were private schools and one was a Municipal Corporation school. The general procedure of sample selection, programme administration, research design, and analysis was common for all the schools.

Method

Research Design

Two group experimental-control, pre-post design was employed:

Experimental group

Pre-testing

(one week gap)

Programme

(one week gap)

Post-testing

Control group

Pre-testing

Post-testing

The independent variable was introduced through the programme on reading and writing and its effect on the dependent variable of learning difficulties was studied.

Sample Selection

After seeking permission of school principals, children in grades of I to IV were tested. Each grade in every school had three divisions A, B, and C. Randomly one division for all the four grades was selected as experimental and another division as control group. e.g. All 'A' divisions i.e. I-A, II-A, III-A, IV-A as experimental groups and all 'B' divisions i.e. I-B, II-B, III-B, and IV-B as control groups.

Sample selection consisted of the following steps:

1. All the children of the first to four standards, in sections 'A' and 'B' were administered the Graded Word Test (GWT).
2. The children who scored 20 and below on GWT were identified.
3. These children thus selected were then administered the Reading Analysis Test (RAT).
4. The children who were at the 1st level in at least two out of three components of the RAT were then retained.
5. The teachers were then asked to rate these children on the Teachers' Rating Scale (TRS).
6. For TRS the overall total scores as well as sub-scores were considered to identify specific difficulties. Children scoring below 27 in TRS were identified as having learning difficulties.

Thus the children who fell into the lower category on all the three tests i.e. GWT, RAT, and TRS were selected as sample and were considered to have learning difficulties.

Tools Used for Identification

Children were pre-tested to identify those with difficulties in learning to read and write. The tests developed in the earlier phase and other tests, were used for this purpose. They were:

* (i) The Graded Word Test (GWT): Graded Word Test (GWT) is a Gujarati spelling test. The word lists for I, II, III, and V standards are prepared according to the levels of 'Barakhadi'. It begins with simple words and proceeds to include a set of words more complex than the previous.

*(ii) The Teachers' Rating Scale (TRS): It is a rating scale to identify difficulties of children in learning to read and write. It covers six major behavioral areas - Auditory comprehension, Spoken language, Visual discrimination, Motor coordination, Personal social behavior and Memory. Under each specific area observable behavioral traits are included.

(iii) Reading Analysis Test (RAT): RAT based on Durrell's Reading Analysis test consists of three paragraphs for each standard, progressing in complexity. The child is having difficulties if he is at the 1st level paragraph. RAT consists of listening comprehension, oral reading, silent reading, recognition, and hearing sounds in words.

(iv) Draw-A-Man Test (DAM): This test developed by Phatak is to judge the IQ of a child and establish his/her normalcy. Because the programme claims to benefit only those children who are normal and face learning difficulties.

Programme Implementation

Pre-testing results helped in identifying specific difficulties of each child as well as common difficulties faced by children in each grade. The programme was administered to the experimental group leaving a gap of one week after pre-testing. Graded Work sheets catering to each child's specific difficulty were given to the children through the teachers. These worksheets were selected from the programme developed by Mohite (1983) (refer Appendix I). This programme includes all possible exercises from identification of alphabets to the most complex ones covering the text book content of each grade. The duration of the programme varied from school to school.

*Has been developed through the present project in Phase I.

After a gap of one week, post-testing was done by administering GWT, RAT, and TRS to all the children of both experimental as well as control groups.

Analysis

The pre- and post-test data was qualitatively and quantitatively analysed to see whether the programme made any impact or not. The analyses was done for all the three tests, namely, GWT- RAT, and TRS separately. The mean significant differences as measured through t-test were computed.

The above procedure was common for all the three schools with little variations for each. Report of programme implementation in each school follows.

It includes setting and location of the school, the sample, time schedule followed for programme implementation, programme per se, teacher's characteristics and detailed analyses.

Programme Implementation In Utkersh Vidyalaya

Setting and Location

The programme for children with learning difficulties was first tried out in Utkersh Vidyalaya which is a private Gujarati medium school. The school has classes from K.G. till the XIIth standard. There are separate neighbouring buildings for the primary and secondary sections respectively. The school is well constructed. The classrooms are spacious and well ventilated. There is a lot of space for the children to play. There is a huge lawn inside the school building, which is surrounded by classes, and there is also a playground outside.

The children of the 1st and 2nd standards sit on mattresses with a small low desk for writing, while children of 3rd and 4th standards have regular chairs and benches. In all the four classes, the class teachers teach all the subjects.

Method

Sample

The programme on Learning Difficulties was given in four standards I, II, III, and IV. Since the children were not divided on the basis of their abilities into divisions, randomly all the "A" divisions were taken as experimental groups and "B" divisions as control groups. Therefore -

IA, IIA, IIIA, and IVA were experimental groups, and IB, IIB, IIIB, and IVB were control groups.

As per the research design of the project children were pre-tested on GWT, TRS, RAT, and DAM to identify those children who face difficulties in reading and writing. The sample thus selected was as shown in Table 7.

Table 7.

Sample of Utkersh Vidyalaya

<u>Grades</u> <u>Division</u>	I	II	III	IV	Total
Experimental A	7	8	11	5	31
Control B	7	5	16	6	34

From these groups, by the end of the programme, one child each from standard IVA and Std.IIIB left the school. Thus the total sample was 63, out of which 30 were in experimental group and 33 in control group.

Rapport was already established in this school as prior to this students had taken help of teachers to collect data for their masters' dissertation. An initial meeting was called of all the teachers of I to IV standards and the supervisor, to give orientation to them about the programme and their role. The time schedule followed was as below:

For Experimental Group (IA, IIA, IIIA, IVA)

1st week of December 1984 to

14th January 1985 i.e. 6 weeks Pre-testing

Gap of one week

21st January 1985 to

24th March 1985 9 weeks Programme given to children with learning difficulties

After 25th March to

12th April 1985 i.e. 3 weeks Mid-evaluation

Gap of 4 months due to anti-reservation stir in Gujarat,

Schools were closed.

21st August to 21st

September 1985 5 weeks Programme given again to the same children

Gap c. 1 week

End of September to

12th November 1985 7 weeks Post-testing

For Control Group (IB, IIB, IIIB, IVB)

21st January to End

February 1985 6 weeks Pre-testing

End of September to

12th November 1985 7 weeks Post-testing

Programme Implementation

The programme was implemented in two phase of 9 and 5 weeks respectively.

In the first phase of 9 weeks, from 21st January 1985 to 24th March 1985 the programme was implemented by class teachers to children for 3 hours per week. The work sheets were individually given though children sat in a group. For these hours the sitting arrangement of the class was changed

for convenience of the teacher. Groups were formed within the major group of children having difficulties depending on their level and type of difficulty. By the end of this period teachers started giving few sheets as home work.

The second phase of the programme i.e. 21st August to 21st September 1985, began after mid-evaluation and a gap of 4 months. During this phase only one teacher was responsible for giving the programme. She was the Art and Crafts teacher. She had 2 periods in a week in each class and each standard from I to IV. Hence she gave the sheets to the children for those 2 periods i.e. 1 hour.

Hence the beginning 3 hours per week only in the school was modified to 3 hours of combined work at home and school. By the end of the programme in the 2nd phase the time was shortened to only one hour. The shortening of time for the programme was due to the fact that three teachers left the school and hence rest of the staff was overburdened and could not cope up with their regular work, the extra duties and the programme.

Programme Content

The programme content was decided on the basis of the difficulties faced by children. The children of Utkersh Vidyalaya on the performance on Graded Word Test indicated problems of omission, substitution, missing out on *श्री, श्री* problems with *श्री, श्री, २२१९८ - दिवस etc.*

Children of all the four grades faced difficulties in listening comprehension, oral reading, and silent reading. Though comparatively children in higher grades i.e. III and IV performed poorly as compared to children in lower grades i.e. I and II. These results were confirmed by the Teachers' Rating and the Teachers' Rating Scale.

Depending on these difficulties appropriate exercises were selected from the programme developed by Mohite (1983) (Appendix I). For eg. if children missed writing *श्री, श्री* the following exercises were given.

1. Do ଶିଳ୍ପ-କାମ at the appropriate places:

୧-୪-୧୫-୧୬-୧୭-୧୮ etc

2. Underline the words with ଶିଳ୍ପ on it:

ଶିଳ୍ପୀ ଶିଳ୍ପ ଶିଳ୍ପୀ
 ଶିଳ୍ପ ଶିଳ୍ପ ଶିଳ୍ପ
 ଶିଳ୍ପ ଶିଳ୍ପ ଶିଳ୍ପ

Teachers Characteristics

As the success or failure of this programme for children with learning difficulties mainly depends on the teachers, it would be appropriate here to describe briefly, the characteristics/qualities of each teacher, who gave the programme.

As mentioned earlier when the programme started, the class teachers were responsible for giving the programme to the children.

The first standard teacher was very cooperative from the beginning. She was always accomodating about timings, and never hesitated in taking the sheets. She had a very positive attitude towards the children. She never criticized her children, was very warm with them, it could be easily seen that she had a good rapport with her class. On the other hand sometimes, it seemed that she had an unrealistic picture of her children's abilities. She kept saying "ସବୁ କିଛି ଜାଣନ୍ତି" (My children know everything). Because of this reason she did not give a realistic feedback about them, though she did not have any difficulty in executing the programme. She was very helpful in giving feedback regarding individual children, the programme activities etc. She complained a lot about the parents of the children with learning difficulties, and felt that their lack of contribution was one of the main reasons why these children face difficulty.

The third standard teacher was not very cooperative from the beginning. She was very sure that the children with learning difficulties in the class, will not progress, whatever one does. There were maximum number of children with difficulties in her class. It seems it was the first time

she had so many children who needed extra help. She could not cope with the problem. She was very reluctant to try out the programme. The investigator was present for 2 weeks to help her with the programme. She had a habit of criticizing children in the front of the whole class.

The fourth standard teacher had to give the programme to only 5 children in her class, so she found it very easy. She was very punctual in getting the sheets completed. She was warm with the children. She was not very helpful in giving feedback regarding individual children.

All the four teachers were very much concerned about having the class work notebooks of the children complete. They always complained that if the children with learning difficulties are given the programme during the class hours, they cannot copy from the blackboard and thus complete their notebooks. So they preferred giving the programme during craft and physical education periods.

On the whole all the staff members of the school were reserved. Their interactions with each other were also limited. Moreover they were over burdened with work, so they did not have any time to sit free in the staff room. Because of these reasons, it was very difficult to build a rapport with the teachers. As a result of this close atmosphere, the interactions of the teachers with the investigator were not as comfortable as they should have been.

Analysis

The analysis was done separately for all the three tests i.e. GWT, RAT, and TRS.

Reading Analysis Test

1. Listening comprehension

The Table 8 reveals that in experimental group almost all children in all the classes shifted for the better except in Std.IV where 3 out of 4 children remained at the same level. Whereas in control group most of the children shifted below their pre-test level thus performing poorly;

Table 8.
Reading Analysis Test : Listening Comprehension.

Levels	Standard I			Standard II			Standard III			Standard IV		
	Experi- mental Pre Post	Control Pre Post	Experi- mental Pre Post	Experi- mental Pre Post	Control Pre Post	Experi- mental Pre Post	Experi- mental Pre Post	Control Pre Post	Experi- mental Pre Post	Control Pre Post	Experi- mental Pre Post	Control Pre Post
Zero	1		1			4	1	2	4	3	3	3
Level I	-		3	2	2	3	1	5	3		1	1
Level II	5	3	1		2	4	9	5	10			
Level III	2	7	4	2	1	2	1	4		1	2	2
TOTAL	8	8	7	7	5	5	11	15	15	4	4	6

Table 9.
Reading Analysis Test : Oral Reading.

Levels	Standard I		Standard II		Standard III		Standard IV					
	Experi- mental	Control	Experi- mental	Control	Experi- mental	Control	Experi- mental	Control				
	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post				
Zero	4	1		1		1	2	4	3	2	5	
Level I	1			1	1	1	2		1	3	2	
Level II	3	3	4	1	4	2	3	7	8	9	3	1
Level III		4	3	6	1	4	1		3	4	8	1
TOTAL	8	8	7	7	7	5	5	11	11	15	15	6

Table 10.

Reading Analysis Test : Silent Reading.

Zero	3			1	2	2		2	5	2	5	3	3	4
Level I	3	1	2	2	1		1	1	3	3	4	3	3	
Level II	2	1	5	2	2	3	2	2	3	9	8	7	1	1
Level III		6		2	2	2	2			2	1		1	1
TOTAL	8	8	7	7	7	7	5	5	11	11	15	15	4	6

though very few did shift for the better.

Keeping 'standard' variable constant the Table reveals that as against 16 children who performed at level I and below I in experimental group during pre-test, only six children were performing so low during post-test whereas in control group the number shifted from 12 during pre to 11 during post-test.

There were 10 and 4 children in experimental and control group respectively performing at zero level during pre-testing. During post-testing 3 and 5 children in experimental and control group respectively were performing at the zero level.

To summarize, in all the four standards, except std.IV in the experimental group, children shifted to higher level of performance, number of children scoring zero reduced to none; more children performed at a level expected of them.

2. Oral Reading

As seen from the Table 9 irrespective of standards more experimental group children shifted to higher level paragraphs as compared to control group children.

During pre-testing 15 and 7 children from experimental and control group respectively were at I level and below I level. During post-testing 5 and 11 children from experimental and control group respectively were below and on level I.

During pre-testing from 10 children on zero level in experimental group only one child remained at that level during post-testing. This child could not read at all and had progressed to reading level though failed to pass on level I. In control group 4 children were at zero level during pre-testing and during post-testing 10 children indicated zero level.

In experimental group out of total 30 children (irrespective of standard) 15 children were at II or III level during pre-testing whereas during post-testing the number of children increased to 25.

To conclude, in all the four standards children in the experimental group shifted for better which was seen from the shift in level of performance of the children during post-testing, and only one child remained at zero level.

3. Silent Reading

The Table 10 indicates that overall, irrespective of standards most of the children in the experimental group have shifted to higher levels. Out of 13 children in experimental group during pre-testing who were at zero level, only 2 children remained at that level during post-testing. In control group instead of 5 children at zero level during pre-testing, 12 children were at zero level during post-testing. Out of 30 children in experimental group 24 children were at the II and III level during post-testing instead of 10 during pre-testing.

Thus the programme indicated a marked improvement in the experimental group children's performance, on RAT.

The results of GWT and TRS are looked at from two points:

1. The pre- and post- differences of each group i.e. experimental and control for each standard i.e. I, II, III, and IV is observed.
2. A comparison is made of pre- to pre- and post- to post- results between experimental and control groups. For all the scores t-value has been calculated.

Graded Word Test

Comparison between experimental and control group: In all the four standards during pre-test the difference between experimental group and control group was not statistically significant. This reveals that the groups were performing more or less at the same level before the programme.

The pre-post differences of experimental group: The differences in scores of pre- and post-test for std.I was not statistically significant but for std.II, III, and IV the difference was statistically significant as the calculated t-value of these scores was higher than the tabulated t-value.

Thus the programme led to an increase in scores (better performance) of experimental group children of std. II, III and IV but had no effect on children of I std.

The pre-post differences for control group: In control group the pre-post differences for all the four standards was statistically significant.

Table 11.

Performance of Children on GWT

	Mean		\bar{d}	t
	Pre	Post		
I. Experimental	22.16	22.42	2.28	1.16
Control	17.42	25.28	7.85	5.14*
t	0.46	0.22		
II Experimental	15.75	20.12	4.37	4.17*
Control	10.5	27.25	13.8	3.26*
t	0.601	0.54		
III Experimental	19.11	20.09	4.36	2.92*
Control	15.3	24.33	9.0	6.45*
t	0.128	0.46		
IV Experimental	16.5	21.5	9.0	3.03*
Control	20.25	29.5	9.25	3.95*
t	0.28	0.17		

Teachers' Rating Scale

The pre-post differences of experimental groups: The difference in performance of I and II standards was not statistically significant but the pre-post test differences of III and IV standards indicated significant statistical difference. Though the raw scores in I and II standard indicated a definite improvement in the post-test.

The difference in pre-post scores of control group children was not statistically significant in I, II, and III standards but was statistically significant in IV standards.

Comparison between experimental and control group: The difference in the scores of experimental and control groups during pre-testing was not statistically significant in standards I, II, and IV and was statistically significant in standard III. Thus the control and experimental groups of I, II, IV standards were more or less at the same level whereas the III standard children were not.

The difference in scores of experimental and control groups during post-testing indicated that the difference was not statistically significant for standard I, II, III and IV, though except for standard III all the experimental groups performed better than the control group.

Table 12.

Performance of Utkersh Children on TRS

		Mean		\bar{d}	t
		Pre	Post		
I	Experimental	37.42	47.0	9.57	1.64
	Control	31.5	34.37	2.87	0.48
	t	0.308	0.56		
II	Experimental	39.42	30.14	10.7	0.62
	Control	23.4	25.4	1.8	0.44
	t	0.73	0.25		
III	Experimental	7.9	36.53	28.6	7.43*
	Control	37.72	40.36	2.6	0.47
	t	2.44*	0.21		
IV	Experimental	33.75	51.5	17.75	2.82*
	Control	31.2	48.0	19.2	4.43*
	t	0.107	0.1		

$p < .05$

The results of the three tests together can be summarized thus:

1. The programme definitely had an effect on the experimental group children.

2. In the Reading Analysis Test more children in experimental group performed at higher level paragraphs than in control group.
3. Even Teachers' Ratings indicated an improvement in experimental group children as compared to control group.
4. In Graded Word Test though the performance did not indicate any statistically significant difference between experimental and control groups, the pre-post difference did indicate gains in scores by experimental group children.

Thus, there is a strong indication that the programme given for a longer time would improve the performance of children and help them to overcome their difficulties.

Programme Implementation in Municipal Corporation School

The second school in which the programme was implemented was the Municipal Corporation School Number 16. It is a Gujarati medium school for girls. This particular school was recommended to us by the Nagar Prathmik Sikshan Samiti (NPSS).

Description of the School Setting

Like all the Corporation schools this school has large buildings, one old and one new in the same campus. That is there are two schools running in the same campus, at the same time. The school in which the programme was implemented, had an old fashioned building with slanting, brick thatched roof. The classrooms were spacious and well ventilated. In all the classes the children sat on mats spread on the floor, while the teacher had a desk and a chair for herself. The first and second standards had huge halls as classrooms, so that two classes were accommodated in one hall creating a lot of noise and disturbance. Each class had a blackboard of its own, though it consisted of a square piece of the wall painted black. The visibility of what was written on the blackboard was poor especially in the 1st and 2nd standards, the rooms were very big, and the blackboards far away from the children which added to the problem of visibility. In addition to all these, the blackboards were not very clean because of the lack of a proper duster. The duster was cotton stuffed in a small cloth bag, in the form of a small pillow.

There were no other aids of any kind, in any of the classes. The children of the first two standards used to write on slates and were not in the habit of using paper and pencil at all. There were on an average 40-45 children present in each class regularly.

The school had a quite a lot of open space which served as a playground. There were no outdoor play equipment for the children. The school had good water facilities. It also had a very good mid-day meal programme (though all the schools have provision for mid day meal, unlike this school, the implementation leaves a lot to be desired.)

On the whole the school had a very relaxed and friendly atmosphere.

Functioning of the School

As mentioned earlier this particular school was recommended to us by the Nagar Prathmik Sikshan Samiti (NPSS), which is the committee responsible for primary school education in Baroda. It was recommended because, it is one of the best corporation schools of Baroda especially with regard to cooperation of the school personnel. We went with an official letter from the NPSS and found the teachers and principal friendly and easy to talk to. This was in September 1985.

Pre-testing of the children started in the month of September but could only be completed till the May of 1986. There were considerable administrative constraints and practical difficulties. Some of these were-

1. Testing used to be done in the principal's office, because there was no other vacant room. As a result testing was interrupted at the time of admissions of children, visitors, teacher's meetings etc.
2. There were a lot of holidays throughout the year, due to festivals and many-a-times due to the extra duties given to the teachers from the NPSS like counting and registering people for the elections by going from house to house.
3. The school participated in various extra curricular activities throughout the year, which meant that the children spent majority of their time participating for dances, poems and essays, songs, P.T., Rangoli etc. All these activities were held in high esteem in the school because the school won a lot of prizes and hence prestige, so the children could not be disturbed during practice hours.
4. During some particular weeks like Navratri, the kite flying festival, the Id festival etc., there was a lot of absentism of children.
5. The school had very prolonged midday meal hours and recess

hours after which the children took a lot of time to settle down.

Method

Sample Selection and Description

As per the objective the programme was to be implemented in one section of first to four grades each. So to start with children with learning difficulties in all the four classes were screened out. At the time of programme implementation, the Principal of the school retired and the IV standard teacher became the principal in-charge. She refused to take up the additional responsibility of programme implementation. The teacher of the 'B' division went on a long leave, so that IV standard had to be dropped.

In the beginning though 10 children were selected from each class, there was a lot of failures and drop outs, by the time the post-testing was done. The actual number of children who were given the programme is as in Table 13.

Table 13.

Sample of Municipal Corporation School

*				
	II	III	IV	Total
Experimental B	8	7	4	19
Control A	8	8	7	23
TOTAL	16	15	11	42

*The standards to begin with were I, II and III but then the children shifted to II, III, and IV respectively.

Therefore from 60 children selected, 18 dropped out. Those children who failed in the experimental group either left school or changed their divisions. They were transferred to the control group section, so it was not possible for the investigator to continue with their programme.

Interaction with the Teachers before and during the Programme

Before the programme started, the teachers were very open and friendly. They had a lot of questions about the investigator's nature of the job and a lot of personal

questions. They never talked about or asked questions about the programme to be implemented. They were oriented about the objective of the whole exercise, and their major role in improving the standard of performance of the children, both in group and individual, a number of times. In spite of this, at the time of programme implementation, they were under the impression that the investigator was going to be the implementor. They kept saying that "Get some children ready for me", meaning "teach them how to read and write".

During the programme implementation, it was explained to them again that they were expected to give the programme, though the prepared work sheets will be given by the investigator. This fact lowered their enthusiasm considerably.

Due to all these problems the testing took a longer time compared to other schools. The time schedule as below.

For Experimental Group (IIB, IIIB, IVB):

1st week of September 1985 to	: 8 weeks	Pre-testing
last week of October 1985.		
Whole of November till mid	: 6 weeks	Diwali vacations
December 1985.		and irregularity of children
		:

Mid June till last week of July	Summer vacation.
First week of August till	Programme
last week of September 1986	implementation
Gap of 5 days	
1st week of October	Post-testing
till mid October	

For Control Group (IIA, IIIA, IVA):

1st week of May till	Pre-testing
mid June 1986	
Mid June to mid July 1986	Summer vacation
1st week of August till	Pre-testing of a
mid August 1986	
	few children continued
Mid October to last week of	Post-testing
October 1986	

Programme Implementation

The school had the system of class teachers in the first to four standards. Therefore the class teacher implemented the programme in all the classes. Initially from mid May to mid June i.e. for four weeks, it was decided that the teachers will give the work sheets provided by the investigator, three times per week for one hour each time. After recess time, that is 3.30 pm was decided as programme implementation time in each class. The ten children who were selected for the programme were made to sit near the teacher's chair, so that she could give more attention to them.

Sub-groups within the group were not made because most of the children could not read and write at all and so required the most basic sheets, and more so because the teachers refused to handle sub-groups differently.

Though it was decided that 3 hours will be spent per child, while actually implementing it came to only $1\frac{1}{2}$ hours because of other engagements of the teachers.

From August 1986 till September 1986 each child could complete just 10 to 12 sheets individually. Only some completed the sheets correctly, most of them repeated the same mistakes again and again. To remedy this the investigator supervised the programme more closely i.e. remained present for the whole time. It was observed that the teachers did not/could not give instructions to the children properly. Also most of the children required individual attention which the teachers were not prepared to give.

Programme Content

As mentioned earlier, the programme content was decided on the basis of children's difficulties. The pre-test data revealed the general difficulties of children. In the area of reading children were comparatively better off in listening comprehension as compared to oral reading and silent reading, where even the IV standard children failed on the lowest level paragraphs. This was substantiated by results from the TRS which revealed that children faced difficulty

mainly in the areas of auditory comprehension, visual perception and memory. Majority of these children did not even know how to write the basic alphabets and those who knew could not write simple words with ଶିଳା and ମାମି . Thus they had to be given the most basic exercises for e.g. -

1. Write the following letters again:

୨ ୩ ୪ ୫

୬ ୭ ୮ ୯

୧୦ ୧୧ ୧୨ ୧୩

2. Complete the letters:

୧ ୨ ୩ ୪ ୫

୬ ୭ ୮ ୯ ୧୦

3. Arrange the letters in order:

୨ ୩ ୪ ୫
୬ ୭ ୮ ୯
୧୦ ୧୧ ୧୨ ୧୩

Some children could not follow simple instructions. The instructions had to be repeated at every step. For e.g. for the exercise:

4. Write ଶିଳା for the following words:

e.g. ୫-୫୩ ୨୧ - ୩ -

୩-୩୩ ୭ - ୨୧ -

For every letter the same instruction had to be repeated and the example had to be shown. If this was not told to them at every step, they simply copied the letter without adding the ଶିଳା .

About 50 per cent of the children especially from II and III standard lacked the skills of scanning, matching, etc. So for them exercises like the following were selected:

5. Match similar letters/words:

୫ ୩

୫ ୨୧

୫ ୭

୫ ୮

୨୧ ୫

୭ ୫

OR

୫୩୫୩

୨୧୩୫

୫୩୫୩

୫୩୫୩

୫୩୫୩

୫୩୫୩

୨୧୩୫

୫୩୫୩

The teacher had to take each letter one by one and point to each letter in the opposite line, and ask the child if it was the same. If this was done the child could answer correctly, not otherwise.

Children were also given reading paragraphs to read loudly or silently and they had to answer questions or work on other related exercises.

Thus: due to lack of basic skills, high absentism of the children as well as the teachers, and other administrative problems, the actual duration of the time spent in the implementation of the program was reduced to almost half of the required time.

Analysis

The pre- and post-test data was qualitatively and quantitatively analysed to see whether the programme had any impact on children's performance or not. The analysis of all the three tests follows.

Reading Analysis Test

Before going into the results of RAT in each sub-components a little explanation is needed regarding the levels of expected performance for each class. There are three levels of performance in each sub-component i.e. listening comprehension, oral reading and silent reading, for all the four classes, but the paragraphs are of increasing difficulty as the class increases. The results presented here do not follow this categorization of levels because irrespective of experimental or control groups, all the children in all the components performed much below their expected level. For example a fourth standard child should be able to comprehend at least the 7th paragraph of listening comprehension. If he performs lower than the 7th paragraph, his level is zero. In this case not a single child both from experimental as well as control could go beyond the 5th paragraph in listening comprehension. Therefore for the sake of comparison between pre- and post-performance, each paragraph has been given its corresponding level i.e. a child shown at level 1 in oral reading means, he can read paragraph 1.

1. Listening Comprehension

Table 14.

Listening Comprehension.

	Standard II				Standard III				Standard IV			
	Experi- mental		Control		Experi- mental		Control		Experi- mental		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Level O	4	1	4	1	1	-	2	-	-	-	-	-
Level I	3	1	3	1	2	-	1	1	1	1	-	-
Level II	1	2	1	5	3	3	3	6	1	1	-	-
Level III	1	1	-	1	1	2	1	-	2	1	4	3
Level IV										1		
Level V		1			1						2	
Level VI					1							
TOTAL	6	6	8	8	7	7	7	7	4	4	6	6

Table 14 shows that the children of experimental group shifted to higher level of Listening comprehension in their post-test, compared to the control group, in the II and III standards especially. The performance of IV standard control group was better than the experimental group right from the pre-test stage.

As seen in Tables 14, 15, the children progressed more in the area of Listening comprehension compared to oral and silent reading. In spite of this the performance of both experimental as well as control groups was below their expected level of performance except for one or two children.

2. Oral Reading

As seen in Table 15 all the children in both the experimental and control groups remained at the same level of oral reading that is, they could not read at all, except for one child in the control group of IV standard.

However qualitative analysis of the data revealed that in the experimental group during the pre-test all the children except 5 refused to read at all, whereas in post-test all of the children attempted to read the first paragraph though with a lot of mistakes.

Table 15.

Reading Analysis Test : Oral Reading and Silent Reading.

Levels	Standard II				Standard III				Standard IV			
	Experi- mental		Control		Experi- mental		Control		Experi- mental		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>Oral Reading</u>												
Level O	6	6	8	8	7	7	7	7	4	4	5	5
Level I											1	
Level II												1
TOTAL	6	6	8	8	7	7	7	7	4	4	6	6
<u>Silent Reading</u>												
Level O	6	6	8	8	7	7	7	7	4	4	6	5
Level I												1
Level II												
TOTAL	6	6	8	8	7	7	7	7	4	4	6	6

Teacher's Rating Scale

Pre-post differences in experimental groups: The pre-post differences in the scores of the III standard were not statistically significant. The number of children were less in other two classes, so that comparison could not be done. As seen in Table 16, the post-test mean was higher in the experimental group compared to the pre-test mean, in the II as well as the IV standards.

Table 16.

Performance on Teacher's Rating Scale of Corporation School Children.

		Mean		S.D.	
		Pre	Post	Pre	Post
II	Experimental	8.00	21.16	5.54	13.91
	Control	12.2	8.17	4.95	4.57
	't'		2.17*		
III	Experimental	24.85	29.28	32.58	30.50
	Control	9.87	9.21	5.43	7.69
	't'		1.80*		
IV	Experimental	22.0	45.25	22.07	14.94
	Control	41.0	41.2	28.99	16.75
	't'		0.37		

*p < .05

Pre-Post differences in control group: The difference in the pre-post scores of the III standard was not statistically significant. Differences for other two classes were not computed due to less number of children. As seen in Table 16 the post-test mean in the II standard had decreased considerably from the pre-test means. The pre- and post-means in the IV standard are nearly the same indicating that the children remained at the same level of performance.

Comparison of experimental and control group: The comparison of post-test scores of II and III standards were found significant at 0.1 level while that in IV standard were not statistically significant.

Graded Word Test

The pre-post differences of experimental group: The differences in scores of pre- and post-test for standard III and IV were not statistically significant. The pre-post difference was significant in the II standard at 0.1 level.

The pre-post differences of the control group: In control group the pre-post differences for all the II, III, IV standards were not statistically significant.

Comparison between experimental and control group: In all the three standards the difference between their pre-test scores was not statistically significant. Thus they performed at the same level before the programme. The post-test differences in the III standard were significant at 0.5 level. The difference between scores of II and IV standards were not statistically significant.

Table 17.

Performance of Children on GWT - Corporation School.

		Mean		d	t val
		Pre	Post		
III	Experimental	2.00	12.285	10.285	4.129*
	Control	2.12	5.25	3.125	1.97
II	Experimental	0.25	2.875	2.625	3.43*
	Control	0.33	2.5	2.17	1.73
IV	Experimental	1.75	2.0	0.25	0.97
	Control	4.58	8.33	4.00	2.65*

*p < .05

Viewing the results of the three tests it can be summarized thus:

1. Overall the experimental group children did progress and performed better at the post-test level as compared to the control group children.
2. In Listening Comprehension children shifted to higher level paragraphs.
3. In oral reading children did start to read at the post-test stage, from not reading at all during the pre-test.
4. The scores of TRS revealed that children in all the three standards of experimental group did shift for the better whereas the control group children remained where they were. Some children even regressed to lower levels.
5. The GWT scores indicated that the II and III standard experimental group children scored higher than the control group children.

Thus it is seen broadly that the programme led to positive progress in the right direction. With sustained inputs and gainful efforts on the part of the teachers definite positive and better results can be achieved.

PROGRAMME IMPLEMENTATION OF ALEMBIC VIDYALAYA

Setting and Location

Alembic Vidyalaya is a Gujarati medium school. It was the last school where the programme was administered.

It has pre-primary to higher secondary classes, 3 divisions of each class. The school is well constructed. The classrooms are spacious and very well ventilated. There is large playground for the children. They have a permanent stage for dance and drama programmes. They have separate prayer room, art class, and sewing class.

The children of 1st and 2nd standards sit on mattresses with a small low desk for writing, while children of 3rd and 4th standards have regular benches. In 1st to 3rd standards the class teachers teach all the subjects. In the 4th standard there are different teachers for different subjects.

Method

Sample Selection

The programme on Learning Difficulties was given in the four standards I, II, III, and IV. Though the children were not consciously divided by the school authority into separate classes according to their ability levels, there was some confusion between the teachers as to which class had maximum number of children with difficulties. Hence it was decided that the classes in which maximum children were identified as having learning difficulties will be the experimental groups. The next in succession the control group. Surprisingly all the 'C' divisions became the experimental group and the IA, IIA, and IIIB and IVB control groups. Therefore, IC, IIC, IIIC and IVC were experimental groups, and IA, IIA, IIIB and IV were control groups.

As per the research design pre-testing was done to identify the children with learning difficulties. The test described earlier i.e. the GWT, RAT, and TRS were used for this purpose.

Table 18.

Sample for Alembic School.

<u>Standard Groups</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>Total</u>
Experimental	11	6	7	4	28
Control	8	4	4	3	19

None of the children from these groups dropped out.

Initially permission of the school authorities was taken and in consultation with the primary school supervisor and child guidance counsellor a meeting was held with all the teachers of I to IV standard, where the staff was oriented about the programme and teacher's role in it. The time schedule for the programme was as follows:

20th January 1986 to
10th February 1986

Pre-testing of all the
classes.

Gap of 10 days

3rd March 1986 to
April 1986

Programme given to children
with learning difficulties.

Gap of 2 months due to
exams and vacation

14th July to 30th
August 1986

Programme

Gap of 1 week

5th September to 30th
September 1986





Post-testing for all
children.

Programme Implementation

In the beginning phase i.e. from 3rd March to April 1986 the class teachers gave worksheets to individual children and guided them. The children sat in their places only because teachers found it difficult to regroup the children, and change the classroom arrangements. By the end of this period teachers started giving the worksheets to the children as home work. It was planned that teachers will give the worksheets to the children for 3 hours per week. But this did not work out as teachers could not spare so much time for the children and hence children spent about 30 to 45 minutes per week, thus working on hardly 1 to 2 sheets.

During the 2nd phase i.e. 14th July to 30th August 1986 after a gap of 7 weeks the pattern of giving worksheets changed. The teachers were reluctant to give the worksheets. They felt it disturbed the class, they could not pay proper attention to other children. Few teachers were reluctant to even give the worksheets at home. Hence the investigator started giving them directly to the children and collecting it. It came to about 3-4 worksheets per week for each child. Children especially of 3rd and 4th standard were very eager to get these worksheets and enthusiastically worked on it regularly. For 1st and 2nd standard children, the parents were also informed to help the children in completing these sheets. The children hence started working for a period of 1 to 1½ hours per week now, instead of earlier 30 to 45 minutes. The programme strategy also changed by the end of the period. Beginning with teachers' guidance to self-help/parents' help.

Programme Content

The exercises selected for the children were based on their difficulties. All of the children knew the alphabets. The common problems identified through Graded Word Test were substitution, , omission. Also some children especially of I and II grade made mistakes in writing complex letters like , ,  etc. In the area of Reading, All the children were on an average level in the component on listening comprehension, whereas on the other two components of Reading Analysis test i.e. silent reading and oral reading they had difficulty. Appropriate exercises from the programme developed by Mohite were chosen. For e.g. for substitution (i.e. mixing up similar letters, or substituting one letter for another) following exercises were given:

If confusion is between letters 'S' and '2' then,

- (1) Fill in the blanks with appropriate letters

यि २ चि चि २ चि मो २
चि २ चि चो २
etc.

- (2) Name the pictures:



च २



चि २

etc.

For the difficult letters like ४, ३, ३ etc. exercises like the following were given:

(3) Write ४, ३, ३, ४, ५ at the appropriate places

— ५१ — ०११११ — ०१ — ५१ —
— ४ — ४११ etc.

Teachers' Characteristics

The effectiveness of this programme depends on a teacher. If a teacher can administer the programme with proper guidance backed with understanding and knowledge to judge a child's need, the programme would be a definite success.

As mentioned earlier, in the beginning the teachers were responsible for giving the programme. The III standard teacher was the most cooperative. She was strict at the same time, warm and welcoming to the children. It was seen during informal observations that she took pains to see that children understood the concepts that she taught and used other methods than only lecture method. She even gave the programme for some time during the 2nd phase of the programme. The I and II standard teachers were cooperating but a little reluctantly. The I standard teacher in fact had a habit of showing that she was very concerned for her children, but really liked to escape out of work and responsibility.

The II standard teacher taught her children well but did not really cooperate with the investigator. She said that she was overworked and the programme became an added burden. The IV standard teacher was not cooperative at all. She hardly gave the programme and that too very reluctantly. In spite of the fact that IVth standard had the least number of children with difficulties - only four - and they being elder to the other children would understand the instructions very easily. She was even reluctant about the investigator giving work-sheets to the children directly.

On the whole the staff of the school was friendly and welcoming, unless, one wanted them to do some extra work like giving a programme. Also, the supervisor was very cooperative and encouraging. There was no involvement of the councillor in this area.

Analysis

All the three tests scores on RAT, GWT, and TRS was analysed which is as follows.

Reading Analysis Test

1. Oral Reading

Looking at Table 19, it was found that many children of experimental group improved i.e. performed on higher level paragraph in post-test as compared to pre-test. There were no significant experimental-control group difference found.

2. Silent Reading

The significant observations derived from Table 20 are: Out of 15 experimental group children who were at zero level during pre-test only 3 children remained at the zero level and others progressed to higher levels. Most of the children irrespective of being in experimental or control group progressed to higher level paragraphs.

3. Listening Comprehension

Table 21 reveals that really there is no definite pattern though few points emerge. Most of the children in the experimental group improved except in IVth standard, where children regressed to lower level paragraph. In control group the pre-post difference was erratic. Many children regressed to lower level paragraphs, especially IIIrd standard children. A distinct difference between control and experimental groups' performance did not emerge.

Graded Word Test

Experimental Control Group Differences: The t-test results indicates that the pre-test score differences between experimental and control groups for all the standards were not significant indicating that before the programme both the groups performed at the same level. The post-test differences as indicated by t-test between experimental and control group scores of children of all standards was not significant.

Table 19.

Reading Analysis Test (RAT) : Oral Reading.

Level	Standard I				Standard II				Standard III				Standard IV			
	Experi- mental		Control		Experi- mental		Control		Experi- mental		Control		Experi- mental		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Zerc	9	5	3	2	3	1	4		1				1		1	3
I		2	2			1					2	1	2	1		1
II	1	1		1	1	3			3	3			1	3		1
III		2		2		1	4		3	2	3					

Table 20.

Reading Analysis Test (RAT) : Silent Reading.

Zerc	6		3		6	1	2	1	1		2	2	1	2	1
I	4	5	2	1		3			2		3	2	3		1
II		5		3		1			0		1				
III				1		1		1	2		4			1	

Table 21.

Reading Analysis Test (RAT) : Listening Comprehension.

Zerc							1		1	2	2	1			
I				1	4	1		1	2		1	3			2
II	6	2	3	1	1	1			1	1			1		
III	4	8	2	3	1	4	2	1	1	3	2			1	

Table 22.

Graded Word Test Performance of Alembic Children.

Standard	Experimental				Control			
	Pre		Post		Pre		Post	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I	14.72	6.27	16.75	6.75	15.5	6.04	19.12	3.9
II	17.66	2.65	17.75	3.86	18.5	2.66	17.75	4.42
III	17.42	1.51	16.75	3.86	19.71	2.87	18.75	7.18
IV	17.25	3.09	18.00	2.00	20.00	8.48	18.33	1.52

Pre-post differences of experimental and control group children: In the Ist and IInd standards the pre-post differences of experimental as well as control group children were not significant as measured through t-test. In the IIIrd standard, the difference was significant on a 5 per cent two-tailed t-test. The control group being too small the t-test could not be applied to it but there was no significant change in the mean scores as indicated in Table 22. In the IVth standard also for both the experimental and control groups the sample was very small and hence significance of mean through t-test could not be computed. But, the raw mean scores indicated that there was improvement in the experimental group children's scores from pre- to post-test, but no improvement in control group children (Table 22).

Teachers' Rating Scale

The TRS scores could not be analysed because teachers were very reluctant to rate the children. Though in pre-test I, II, and III standard experimental group teachers rated the children that too after a long time, other teachers did not rate the children at all. During the post-test none of the teachers gave the rating scales.

The results of all the three tests, summarized, reveal that:

1. No concrete conclusive results came up in pre-post and experiment-control group comparisons.

2. Though some children of experimental group showed improvement in Reading Analysis Test, few of control group also indicated improvement.
3. The GWT data revealed that wherever significant improvement was shown was in the experimental group children.
4. Looking at the raw scores of RAT and GWT there is a clear indication of trend towards improvement due to the program.

Thus it can be said that the program if given with a concentrated effort i.e. for more number of hours per week and if teachers make efforts to explain to the children, then the program will definitely make an impact. Though flexibility is essential depending on each school's own administrative and other problems, number of hours and teachers' efforts are two factors which cannot be compromised upon.

Conclusion

The programme implemented to children with learning difficulties in the three schools: Utkarsh Vidyalaya, Municipal Corporation School No.16, and Alembic Vidyalaya of Baroda has been discussed. The whole process from pre-testing, programme implementation, and post-testing took care of phase II and phase III. The results can be summarized thus.

As mentioned earlier 2 private and 1 Municipal Corporation Gujarati medium schools were selected. Children of I to IV standards of these schools were tested on the Graded Word Test (GWT), Reading Analysis Test (RAT), and the Teachers' Rating Scale (TRS). As revealed through the battery children with difficulties were identified as shown in Table 23.

Table 23.

Distribution of Children with Learning Difficulties in Private Schools.

Schools	Utkarsh	Alembic	Total
Standard			
I	7	10	17
II	7	5	12
III	14	6	20
IV	6	4	10
TOTAL	34	25	59

In the Corporation school out of 40-45 children present regularly (because the number of children enrolled is still larger), almost 75 per cent children in each class of all the four standards were identified as having learning difficulties. It is important to note that not only the number of children with learning difficulty was less in private schools as compared to Corporation schools but, the difficulties faced by the private school children were less severe than those faced by Corporation school children. In the latter

almost 50 per cent of the children did not know the identification of alphabets or how to read and write.

Table 23 reveals that the highest number of children with difficulties was in standard III (20) and then in standard I (17). Both these standards are entry points in their own ways. Children start really 'studying' and getting into curriculum, reading and writing, and examinations at this level and in standard III, in private schools another language (mostly English) is introduced which can be one of the reasons for this result.

The programme on learning difficulties was given to the children from these schools who had learning difficulties and who were in the experimental groups. The results of all the three schools are viewed in totality and summarized here.

1. The programme made an impact on the experimental group children of all the three schools.
2. Children of experimental group as compared to the control group children shifted to higher level paragraphs in reading, whereas some children of control group even regressed during post-testing.
3. Mean difference of Graded Word Test indicates an improvement in the performance of the experimental group children in all the three schools.
4. Children's performance as measured through teachers' ratings also indicated a positive improvement.
5. The setting and school's administrative and related problems did make a difference. There was a greater improvement in children of the two private schools as compared to the Corporation school keeping the time factor constant.
6. The teachers of private schools were more cooperative than those of Corporation schools.

From the results it is seen that the key factor for the programme's success is the teacher. She has a very important role to play of guiding and encouraging the child. Hence besides the programme which lead to positive results many

other related factors play a very important role. They need an indepth study and hence related modifications in the programme.

The results of the three schools discussed earlier revealed that the experimental groups did benefit from the programme as shown by their gains. The control groups on the other hand remained more or less at the same level, some children even regressed for a programme to be successful. This is not enough. As mentioned earlier the positive effect of the programme had already been tested out by Mohite in 1983, and the programme was found to be effective. Hence the present project was undertaken to see its efficacy and feasibility in a normal school/classroom situation when the teachers would implement it.

Considering this the efficacy of the programme can be discussed focusing on the following points:

1. Gains through the programme
2. Cost effectiveness in terms of expense as well as time.
3. Feasibility in terms of-
 - °Administrative problems
 - °Teacher's role
 - °Implementation of the programme

1. Gains through the programme

The gains through the programme have been discussed at length earlier. At this point it is pertinent to conclude that the programme given to the experimental groups children led to quantitative as well as qualitative gains observed through their performance on the Graded Word Test, Reading Analysis Test, and the Teacher's Rating Scale. Whereas the majority of control group children did not progress and some even regressed to lower level performance.

2. Cost effectiveness

On an average the programme was given for 1-2 hours and for 13 weeks in each school.

The expense incurred was for: Paper; stencils and cyclostyling.

Considering the gains and the cost effectiveness it is clear that the cost both in terms of expence and time spent comes so minimal proportion to the gains.

3. Feasibility of the programme

There were administrative problems of lack of space, time, presence of teachers throughout in the classrooms etc. The teachers were reluctant to group children and give them individual attention as this would mean spending more time with children and neglecting their administrative duties. Inspite of this whatever little programme was given led to the gains and hence it is correct to assume that if all these problems are overcome it would lead to even more considerable gains. It was also observed that especially in the Corporation schools and even in the private schools children remained absent. Majority of them were these children who had learning difficulties.

It is clearly evident that in programmes of this type the teacher is the key person. It depends very much on the teachers' attitude and motivation as to how much effort they would put in and hence would directly effect the results. It was observed that most of the teachers, if made a little effort could understand the problems of their children. They knew the children's weaknesses as well as strengths but they were reluctant to do anything about it. They had a negative attitude towards these children (especially the Corporation school teachers) and felt that all efforts will go waste. Also they did not like to change their routine and were very reluctant to try anything new which would increase their work. Hence it was clearly evident that what needs to be done is to change the teachers' attitudes and to make them realize the potentials of these children and how effort will lead to gainful results.

Thus it can be concluded that:

1. The gains were effective.
 2. The cost was minimal
 3. The programme is feasible because inspite of all these problems of administration and teachers' constraints it brought about changes. Hence it can be hoped that with better solution to the above problems it would be more fruitful.
- Thus the programme was effective and can be implemented in regular classrooms.

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APPENDIX

Detailed Description of the Programme

I. બધાનું સંસ્કરણ :

૧. શ્રવણ શક્તિ

Hearing Sounds in Words

૧. હું કે અક્ષર બોલું તે અક્ષરથી શરૂ થતાં શબ્દો નામે લાગે છે.

I will say a few words. Underline the words that begin with that letter.

ક	કર	અરમ	રડો	માથ
ટ	નાર	ટમ્બ	ટાવેલું	તડપૂર
ધ	ધડ	પડ	નગારું	ધાત
ખ	ખમ	પમ	ખમ	ફામ
ચ	છા	ચડા	વતડ	ફામ
જ	કેર	જામ	જામ	લડા

૨. હું કેટલાક શબ્દો બોલું તે વચનમાં સમાવેલાં બધાં 'ડ' થા શરૂ થતાં શબ્દો.

I will say a few words. Call out the words which begin with the letter sound 'ડ'

માડા	બોર	ડે	અરજી
ડોર	તોડ	પડા	ફા
ડાડ	ડાડ	લોડ	ડડ
ડા	ડાડ	સિયલ	ડડ

૩. હું કેટલાક શબ્દો બોલું, જોવામાં તે 'ક' અક્ષરથી શરૂ થતાં શબ્દો પૂરા થતાં શબ્દો.

I will say a few words. You call out the words that end with the letter sound 'ક'

સિયલ	સિયલ	ખડા	ખડ
કાર	કાર	કોમ	કોમ
કુ	કુ	મામ	મામ
લોર	કુ	કામોરી	કોમ

૧. હું કેટલાંક શબ્દો કહીશ. તમારા હાથે 'ડ' શરૂ થતાં અને અંતે પૂર્ણ થતાં શબ્દો કહો.

I will say a few words. You call out the words that begin and end with letter sound 'ડ'

ખાંડ	ડડ	ડાંડ	ખાંડડાં
ડાંડા	ડાંડ	ડાંડ	ડાંડ
ડાંડ	ડાંડ	ડાંડ	ડાંડ
ડાંડ	ડાંડ	ડાંડ	ડાંડ

૨. તમારે ડાંડાંની ચિત્ર આપ્યું છે, તમારા 'ડ' થી શરૂ થતાં અને અંતે પૂર્ણ થતાં શબ્દો કહો.

A picture of tree is given. Find out the pictures the names of which start with the letter 'ડ'

ડાંડ
ડાંડ
ડાંડ

૩. હું કેટલાંક વસ્તુઓના નામ કહીશ. તમે ધ્યાનપૂર્વક સાંભળો. હું જે વસ્તુનું નામ કહીશ તે નામ કહો.

I will say a few names of objects listen to me carefully and pick out the object.

ડાંડ	ડાંડ
ડાંડ	ડાંડ
ડાંડ	ડાંડ
ડાંડ	ડાંડ

સમગ્ર કાર્ય

B Word Recognition

૧. હું જે શબ્દો કહીશ તે ઓળખો.

Point out to each letter as I call out.

ક	ક	ક	ક
ક	ક	ક	ક
ક	ક	ક	ક
ક	ક	ક	ક

૨.

ખા	પા	દા	વા
ડા	ઠા	ઘા	ઘા
જા	ઝા	ઞા	ટા
ના	ત્રા	ડા	ડા
ધા	ધા	ધા	ધા

૩. હું જે શબ્દો કહું તે બતાવો.

Point out to the words as I call them out.

કાલ	સાલ	માલ
સાલ	સાલ	માલ
માલ	માલ	માલ
માલ	માલ	માલ

૪. જે સરખા અક્ષરો તે સરખા લાંબા થા જોડો.

Join two identical letters with a straight line

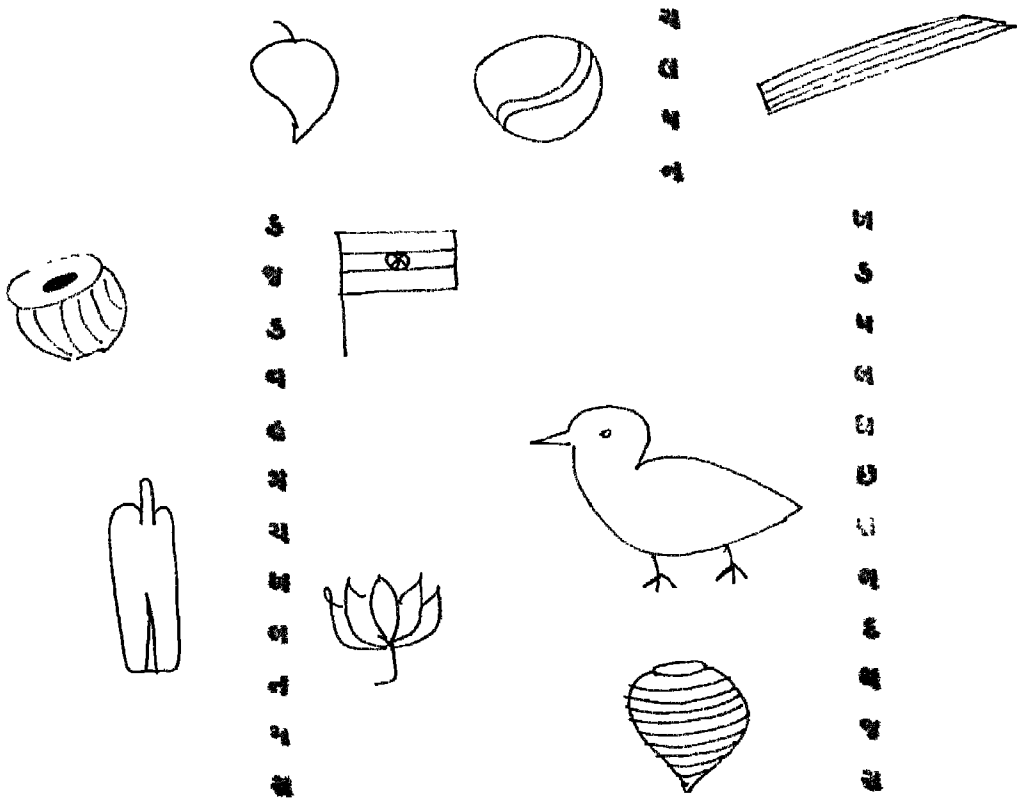
ક	ડ	ઠ	ટ
ડ	ધ	ડા	ધ
ધ	જ	ધ	જ
ન	ઘ	ધ	ડા
જ	ઠ	જ	ઠ
ધ	ન	ધ	ર
ઘ	ક	ઠ	ધ
ક	ધ	ર	ઠ
ઠ	ધ		

૫. જે સરખા શબ્દો તે સરખા લાંબા થા જોડો.

Join two identical words with a straight line

કાલ	સાલ
સાલ	સાલ
માલ	માલ
સાલ	સાલ
સાલ	સાલ
સાલ	સાલ

૧. નીચે જુદી નીચે ૧૦ ચિત્રોના નામ લખી તેના સાથે જોડો કરો.
Join the picture with the letter.



૨. નીચે જોઈને યોગ્ય શબ્દ પર ✓ ની ચિહ્ન લખો.

Look at the picture and tick mark (✓) the correct word.

ઘર
સરખા
મરખા
ખાંડ
ખાંડ
ઘોડો
ઘોડો
ચાવી
ચાવી



૯. જુદાં બોલ પોતા ડુંડાઈ કરી.

Find out the odd letter and encircle it.

ઘ	ઘ	ઘ	ઘ
ઘ	ઘ	ઘ	ઘ
ડ	ડ	ડ	ડ
ડ	ડ	ડ	ડ
ઘ	ઘ	ઘ	ઘ

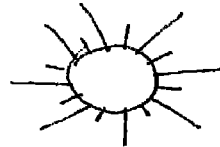
૯. જુદાં બોલ પોતા ડુંડાઈ કરી.

Find out the odd word and encircle it.

નળ	ફળ	ફળ	ફળ
ફળ	ફળ	ફળ	ફળ
ડોડ	ડોડ	ડોડ	ડોડ
ડોડ	ડોડ	ડોડ	ડોડ
નળ	નળ	નળ	નળ

૧૦. ચિત્ર જોઈ યોગ્ય શબ્દ લખો.

Look at the picture and write the correct word.



નળ પ્રશ્નોડી

C. Listening comprehension

૧. જે પ્રશ્નોડી કહેવામાં આવે તેનું કરી.

Do as you are instructed.

૧. નળારાં જગ્યા પર ડુંડી
૨. નળારાં નળારાં પર બંને કાપ્ય પૂડો.
૩. બોલો બોલ કરો
૪. વાંચ વાંચ
૫. કાપ્ય જોવા કરો

૨. જ પ્રશ્નો ઉત્તરમાં આપી શકો છો.

Q. Do you know the direction.

૧. ઉપર
૨. રડી
૩. ઘડી પાસે
૪. નીચે
૫. તરફ પાસે

૩. સૂચના પ્રમાણે કરો.

Follow the instruction.

૧. તમારો ડાબો હાથના ચોરડામાં જાઓ.
૨. ચોરડાના જમણો હાથના ટેવલ પાસે જાઓ.
૩. ટેવલના ડાબા બાજુમાંથી ફેરવો છો.
૪. ટેવલ ઉપર પાંચ પાંચ ઠીક ઠીક ફેરવો વડે આપી દારો

હું કહ્યું હતું તે જવાબો આપો અને પ્રશ્નોના જવાબ આપો

Listen to the paragraph I read out to you and answer the questions.

૧. રાજધાનીનો સ્થાન. નાગરિક સંસ્થા અને માનવ સંસ્થા રાજધાનીમાં
કુદરતી વેપાર કરે અને ઘણા પર કુદરતી વેપારો ની વેચવા માટે
ચાલતા માટે કુદરતીમાં ઘણા સ્થાનો હોય, તરફ પાંચે આપે તે ઉપર ઘણા
જાડાં ચાલુ હોય, નાંચે આપે છે તે પરીણ હોય.

પ્રશ્નો

૧. કોણ કુદરતી વેપાર કરતું હતું?
 ૨. તે કુદરતી ઉપર રાજી વેપારો હતાં ખાતે હતાં ?
 ૩. ચાલતા માટે હું હોય ?
 ૪. ચાલતાં કુદરતી રાજી ઉપર હોય ?
 ૫. ચાલતા કુદરતી પર હું ખરીદે છે ?
 ૬. ચાલતા ઉપર છે તે ખરીદે છે ?
૨. માટેની સ્થાનો કોઈ માટે. કોઈ રાજી સંસ્થામાં અને સંસ્થામાં કોઈ
અર્થે તે નાગરિક ની કુદરતી. કોઈને તે જાણી કુદરતી હોય.

હાં હવે ને સત્તા પડ્યા, નાડના પડે ચારો ચરવા, જ્યારે રાત્રી
જાગેલાં નાડનાં બધીં હડે જ્યારે હડે, જ્યાં પાન થાડો નહીં જાગે પાન
નાડનાં નાડે. પણ જ્યાં ને જ્યાં જોડાં પડ્યા નવાં હે પાન નાડનાં
નવાં નહીં ફૂટે ને જોડે હરે.

પ્રશ્નો

૧. નાડનાં બોલે હું જાણું ?
૨. ક્યાં કોણ રહેતું હતું ?
૩. ક્યાં કોણ રહેતું હતું ?
૪. જ્યાં કોણ રહેતું ?
૫. સત્તા-સત્તા સવારનાં ક્યાં નાડનાં પડતાં ?
૬. જ્યારે ક્યાં પૂડી જતાં ?
૭. જ્યારે હું કોણ ને જતાં ?
૮. સત્તા-સત્તાનાં ગયાં નાડે જ્યાં હું કોણ ને ?

મોનિટર વાંચન

D. Oral reading

૧. નાડે જાગેલાં ચારો જોડેલાં બધે

Read out the given alphabet letters.

ક	ચ	લ	ટ	થ
ગ	જ	હ	ડ	ધ
અ	ભ	મ	ન	પ
ઉ	ઘ	ફ	બ	ર

૨. નાડનાં જાગેલાં જોડેલાં બધે

Read aloud the following barakhadi letters.

ધા	ઠા	ભા	રા	
ગા	જા	હા	ડા	ધા
કા	ચા	લા	ટા	થા
વા	ઘા	ફા	બા	રા
સા	ઘા	ધા	ધા	ધા

૧. નીચે આપેલા શબ્દો પોઠેલા વાંચો.

Read aloud the following words.

પડ	જા	દરજી	ઝડપ
વાડ	ડા	મારા	મર્યાદા
દો	લોડ	બોર	લોડ
માઠા	વઠા	લાલ	લાલ
ડો	લુ	લોડ	લોડ
જા	જા	જા	જા

૨. નીચે આપેલા વાક્યો પોઠેલા વાંચો.

Read the following sentences aloud.

૧. આ મારા દાદા છે.
૨. નદી ડોડ ડોડ નાનું ગામ હતું.
૩. ગાંધી દેવળમાં ગયા.
૪. તમે ડોડ છો ?
૫. આજનાં દોડો દોડો

૩. નીચે આપેલા પાઠ્ય પોઠેલા વાંચો અને નીચે આપેલા પ્રશ્નોના જવાબ આપો.

Read the given passage aloud and answer the questions given below.

૧. આ વજારમાં લાડવામાં ડોડા ગયા. ત્યાં ફળવજારમાં ફુડામાં મળીને
બોર લાલ. બાપા બોડા બોર જાણને બાપે થયું લાલ આ બોર
લોડરને માટે લાલ જાડ. બાપે બોર બરાબર.

પ્રશ્નો

૧. આ વજારમાં હું ડોડા ગયા ?
 ૨. ફળવજારમાં ફુડામાં હું જોયું ?
 ૩. બોરને જોઈને બાપે મળ્યાં હું થયું ?
 ૪. બાપે ડોડે માટે બોર બરાબર.
૨. લોડર અને લોડરને લોડરમાં લાલ. લોડર નામ ડોડર, બાપાનું નામ
મળી. લોડરને મળી ફુડામાં લાલ. બાપા મળ અને પોડ પોડ પાડ્યું.
ડોડરને લોડરમાં ફળે દોડ, પણ મળીનું લોડર પોડર મળર જીવું, લોડરને
લોડરમાં બાપે લોડરને ન લોડર.

૩. પાઠ

૧. કોની ને ઠંડરો હતા ?
૨. તેની ઠંડરણોનું નામ શું હતું ?
૩. કોણ ઠુંદણા હતા ?
૪. મઠીના પગ અને પાણી કેવા હતા ?
૫. હરણના કાઠી કાઠી હોયતું હતું ?
૬. મઠીનું ઘટ કેવું હતું ?
૭. મઠીને હોડવાનું કે ફૂડવાનું કેમ ગણતું હતાનું ?

મનન વર્ણન

૪. Silent reading

૧. નાચી જાણી આપણી આપણી વર્ણો અને હું જે કહું તે જાણી જાણી.

Read the following alphabet letter to your self. Point out to the letters as I call them out.

અ	બ	ક	દ	ધ
ફ	ગ	ઘ	ઙ	ચ
જ	ઝ	ઞ	ટ	ઠ
ડ	ડ઼	ણ	ત	થ

૨. નાચી જાણી આપણી આપણી મનમાં વર્ણો અને હું જે કહું તે જાણી જાણી.

Read the following barakhadi letters to yourself and point out to the letters as I call them out.

સા	મા	પા	વા
યા	રા	લા	વા
શુ	હુ	ફુ	હુ
ડ	વ	ને	મે
ઘો	ઘો	બો	બો

૩. નાચી જાણી આપણી મનમાં વર્ણો

Read the following sentences to yourself.

૧. મીઠા પાણી કંઈ છે.
૨. જા જાણી આપણી કેવા મળી.
૩. કાંઈ કંઈ મળી.
૪. કોઈ કોઈ કાંઈ ?
૫. કાં કાં, જા જા, જાણી જાણી !

૪. નીચે આપેલા ઉદરો મનમાં પઢીને અને આપેલા પ્રશ્નોના જવાબ આપો.

Read the following passage to yourself and answer the questions given below.

૧. એક મોટું સરોવર હતું તેનું પાકાંડે કુતો દેખાતું એનું ચોખું હતું. તેમાં રંગભેરમાં માછલી, દેડકાં ને ડાખલા રહે. સરોવરને ડાકિં ટીંપ, ખતડ ને જલકુડકાં રહે, માછલી માછલી તરે, ટીંપ, ખતડ ને જલકુડકાં પાકાંડાં ઉપર તરે.

પ્રશ્નો

૧. સરોવરમાં માછલાં કેટલાં હતાં ?
૨. સરોવરમાં ડાકાં ડાકાં રહેતાં હતાં ?
૩. ટીંપ, ખતડ અને જલકુડકાં ક્યાં રહેતાં હતાં ?
૪. માછલી ક્યાં તરતાં હતાં ?
૫. પાકાંડાં ઉપર ક્યાં તરતાં હતાં ?

૨. નરેન્દ્ર નાનપરમાં જન્મી તોડકાં હતાં. સરનાં ને પાડોડાંનાં વાજાં ભાગડો પણ લેવામાં જમરમાં. એ કિટ્ટી પણ લેવાજી એક જાદુ વાળી રજાનું શકુ કરે તો કોઈય લોક ન રહે. પરંતુ લુખ્તેચરાં દેવાં આવી વાજી એક લોકમાં માછલાં લાવે નરેન્દ્ર ઉપર લોકમાં અને કોઈય કોઈ લોકમાં તોડકાં નરેન્દ્ર આજી તરત નાશ થઈ જતાં.

પ્રશ્નો

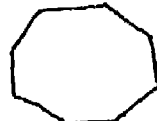
૧. નરેન્દ્ર નાનપરમાં ક્યાં હતાં ?
૨. નરેન્દ્ર ક્યાં ક્યાં જમરમાં ?
૩. લુખ્તેચરાં દેવાં લોકમાં માછલાં લાવે હતાં ?
૪. લુખ્તેચરાં દેવાં ત્યાં માટે કોઈય કોઈય હતાં ?
૫. તોડકાં નરેન્દ્ર પર ક્યાં હતાં ?

ઉપમા

II. Writing

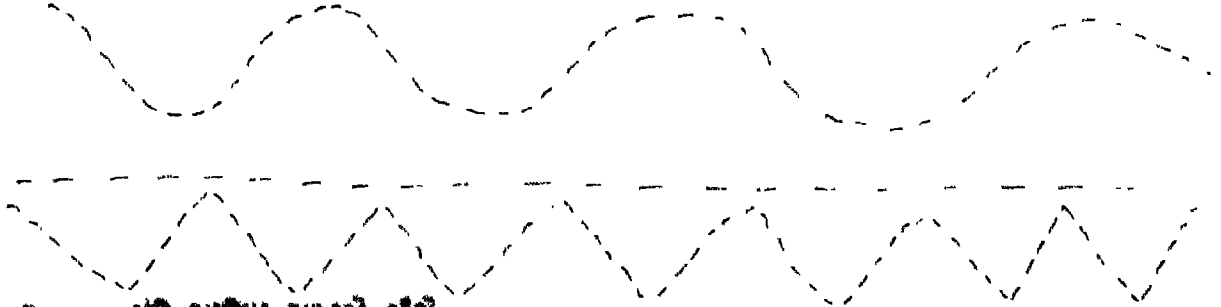
૧. નીચે આપેલા આકારોને સીધા લાંબામાં જોડો.

Join the shapes given below with a straight line.



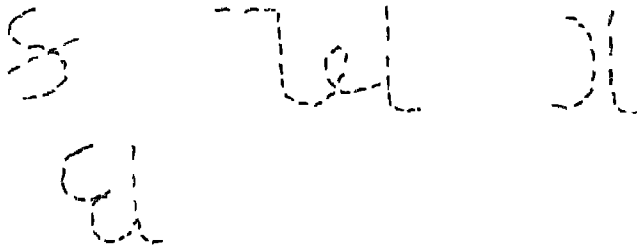
૨. કીડા ડાબા બાજુ તરફ વાટા વેડા.

Trace the pattern from left to right.



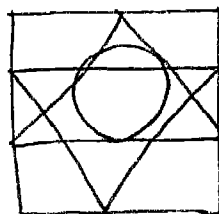
૩. નાચી આપેલા આકારો વેડા.

Trace the given letters.



૪. નાચી આપેલા આકારને જેવા જેવા આકાર બેસાડો.

Copy the design given below.



૫. નાચી આપેલા આકારોને ડરાબો સારા આકારે વાળો.

Write the letters given in a neat hand writing

મ	ડ	ટ	ડ
ટ	ન	ધ	ડ
ન	મ	સ	ક
ન	ઉ	હ	ઉ

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III Language Exercises

- [illegible]

Fill in the blanks by selecting the appropriate letter from the words given below.

61 - 61, 515 -, - 44 61, - 6, - - 61, 511 -

(5551, 5552, 5553, 5554, 5555, 5556)

- २. धर्म धर्म धर्म धर्म धर्म धर्म**

Fill in the blanks and complete the sentences, using the correct word from the words provided.

૧. એડ મર રહે છે. (સીક, ચડાઈ)
૨. ખજાં મરમ થાય તો બની છે. (બરખ, બરફ)
૩. ગુનરખાના હિંચકે બધા ડડાવે છે. (પર્તગ, ખરાઈ)
૪. હાથોને જાડી હોય છે. (હાં, પૂંડા)

४. **५५ नं० ३०-५५ नं० ३२१.**

Fill in the blanks and complete the sentences.



21

[illegible]

५. **पुस्तकें एवं प्रकाशनों-का -मूल्य नीचा-में सूचित-का प्रयत्न-करो.**

Sort out the words given below and write them under "Fruits" or "Flowers".

444

Abstract

ડામ્, ડાડી, ખોપટ, લો, પોડી, વજા, રોડ, વિલાડી,
ડુલર, વાંકરી, ચામ, ડે, ડાડાડીયા, વડા, વેના

૬. નીચે આપેલા વસ્તુઓમાં વાંકરીના નામ 'વ' ના ખાખામાં અને ડામ્ડાના નામ
'ડ' ના ખાખામાં લખો.

Write the given names of Vehicle under the letter 'v'
and the names of clothes under the letter 'D'

ખાખા, જાડુન, રોડ, લો, ખોટર, વજા, ડામ્, ડે, ડાડા,
વામડા, ડુલર, ચામ ડાડી, લેખા.

'v'

'D'

૭. જોડાડી જોડો.

Match 'a' with 'b'

'a'

'b'

દવા ખાધે તે	જીવડા
ડામ્ડા લાવે તે	ડોડર
ટપકા લાવે તે	ડુલર
જિંદગામાં લાવે તે	ખોચી
માટલા ને ડે તે	ટપકા
ચંપલ લાવે તે	દરજી

૮. ડામ્ રહે તે ડામ્.

Where do they stay ?

કા.ન. ડેડર ડામ્ રહે.

૧. કોઈ	.....
૨. ખાખા	.....
૩. ખાખા	.....
૪. ખાખા	.....
૫. ખાખા	.....
૬. ખાખા	.....
૭. ડામ્ડા	.....

9. નીચેના 5 બાંકી ગોઠવી રજામાં લખા .

Reorder the sentences after arranging them in proper order.

૧. ખેતવડામાં ફેબ્રુઆરી ૨૫
૨. હતા જે દરમિયાન મહાસરોવરમાં
૩. લોકોના પાસમાંથી માવ્યા પડે
૪. જે ખોટું લાગે તે દરમિયાન
૫. જે પાસેથી જે કોઈ કોઈ

10. છાંયમાં ખાલી જગ્યા પૂરી કરો.

Fill in the blanks using the correct words

સૌથી પહેલાં

- | | |
|-------|-------|
| ૧. જે | ..... |
| ૨. જે | ..... |
| ૩. જે | ..... |
| ૪. જે | ..... |
| ૫. જે | ..... |

11. નીચેના શબ્દોની વિરુદ્ધ શબ્દો.

Given the opposite words

૨૫ - ૨૬

- | | |
|-------|-------|
| ૧. જે | ..... |
| ૨. જે | ..... |
| ૩. જે | ..... |
| ૪. જે | ..... |

12. નીચેના શબ્દોની સમાન શબ્દો.

Fill equivalent words for the following

- | | |
|-------|-------|
| ૧. જે | ..... |
| ૨. જે | ..... |
| ૩. જે | ..... |
| ૪. જે | ..... |
| ૫. જે | ..... |
| ૬. જે | ..... |
| ૭. જે | ..... |

૧૧. નીચે આપેલા વાક્યમાં યોગ્ય પંક્તિ ઉમેરો.

Write the proper punctuation for the following sentences.

૧. મહે ઉઠ્યું ઘૂંટર
૨. ભણે ડવારે બાજુએ
૩. માટે રજા છે
૪. મહાત્મા ગુણ મહા છે

૧૨. પાઠ્ય પાઠ્ય

Read the story

મા નું નામ રાજુ છે તે જાણ છે
તેનો વાળ મજા જાય છે. તેની માતા ડો.
રાજુ તેનું વાળે હવે જા છે રહે તેનો વાળે સમયા માટે
જો રાજુ છે. રાજુના તેનો વાળે
જો. રાજુ છે. રાજુ પડતાં બને
હવે માટે છે.

સ્વચ્છતા વધારવા માટેના ઉપાયો કે પ્રવૃત્તિઓ

IV. Some activities for independent reading

૧. કોઈના કાગળો ઉપર લખો.
૨. કોઈના કાગળો ઉપર લખો. કોઈના કાગળો ઉપર લખો.
૩. કોઈના કાગળો ઉપર લખો.
૪. કોઈના કાગળો ઉપર લખો.
૫. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.
૬. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.
૭. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.
૮. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.
૯. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.
૧૦. કોઈના કાગળો ઉપર લખો કે કોઈના કાગળો ઉપર લખો.

૫. કઈ ગીત કે પદ્ય ગમે છે તેની ડા ડાખી બી ? કા ?

Which song did you like best. in state the reason for your liking it.

ગદ સરે કે.

મગધન

હું જીં પુરું

મગધન મગધન

હું જીં પામી - મધે

મગધી મુઠી મગધન

મે હો મોહો મગધ